



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : JOHN HARVARD SCHOOL PS 34

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 29Q034

PRINCIPAL: PAULINE SHAKESPEARE **EMAIL:** PSHAKES@SCHOOLS.NYC.GOV

SUPERINTENDENT: LENNON MURRAY

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Pauline Shakespeare	*Principal or Designee	
Lugeria Lee	*UFT Chapter Leader or Designee	
Sandra Watson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Gwen Brown Walker	Member/Coach	
Maria Torres	Member/Parent	
Fatimah Giwa	Member/Parent	
Orlene Forrester	Member/Parent	
Linda Graham	Member/Parent	
Marisa Frederick	Member/5 th Grade Teacher	
Vera Tomaselli	Assistant Principal	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, teachers will improve their best instructional practices to reflect rigorous core curricular standards, as measured through frequent observations with appropriate feedback.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Teacher's instructional practices must match the changing rigor presented in the Core curricular standards. In order for PS 34's to maintain its high level of ELA achievement, teachers must become better at planning, organizing, integrating and assessing student needs and instructional goals.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

-Principal will develop a walkthrough checklist to assess the areas of planning, instruction, and classroom environment. The areas selected are components of a research-based rubric.

-During the first week of school, the focus will be on the classroom environment. Teachers will use the rubric for self-assessment. The Principal will use the same rubric for her own examination of this area. Individual conferences will be held with teachers to compare and discuss findings.

-Teachers will be provided with a complete checklist. Frequent informal observations will follow the same procedure as above.

-Principal and Assistant Principal will conduct "leadership walks" at the beginning of each week to determine the focus for professional development.

-Cross-grade professional learning teams will continue to meet as in previous years to preserve the integrity of the successful design of literacy instruction established since 2005.

-Principal, Assistant Principal, and Literacy Coach will meet weekly to determine the needs and steps for remediation.

Teacher Data Reports will be reviewed to assist teachers in pinpointing each teacher's current status of moving one student population from one progress level to the next. Teachers will be paired or grouped if needed, to broaden the collective knowledge base and allow teachers to grow through exposure to diverse methods and pedagogy.

Quarterly formative test results in Acuity will be used to track students' progress in literacy skills acquisition, and thereby give teachers an indication as to how effective their respective literacy instruction is progressing.

One of the most important ways for teachers to advance ELA teaching effectiveness is through the incorporation of careful item analysis through teacher made

tests, formative tests and summative assessments. Through careful analysis the teacher can focus future reading instruction on areas that were not effectively conveyed to their students as reflected in assessment results. Grade conferences can address these areas globally, or each individual pedagogue can remediate their own instructional deficiencies. Professional development will be implemented to show teachers how to monitor and revise learning goals in response to assessments such as Interim Assessments.

Teachers will use rubrics for self-assessment and use a data-driven model to guide instruction.

Progress will be measured at six week intervals via Principal created checklist and observational data.

Another area that can advance instruction will be the use of the common core project tasks. Teachers will view instruction holistically according to core learning standards and will incorporate rubric driven assessments in each activity. This will improve instruction by giving teachers a clearer picture as to how students acquire their literacy skills, and where their instruction could be improved in future instances to achieve better outcomes.

Staff involved includes: Principal, Assistant Principal, general education teachers, literacy coach, and data specialist.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

In order to improve teacher effectiveness in literacy, educators have to focus on the parent-teacher relationships in the individual classrooms. Bi-annual conferences will allow teachers and parents to have face-to-face meetings to discuss and brainstorm ways to improve ELA instruction. Progress Reports are also sent home twice a quarter to keep parents abreast of literacy goals, progress and objectives.

Teachers need to track reading outside of the school building more effectively in order to promote literacy skill acquisition. The incorporation of reading logs which are signed by parents each and every night will further this joint goal.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Teachers at PS 34 are required to be leaders in educational theory and practice. All work whether cosmetic or foundational will reflect the highest level of performance standards.

New teachers will be drawn to a cohesive innovated and high quality educational model as presented at PS 34.

PS 34 is addressing the Core Learning Standards early and often and not waiting for full adaptation of these standards in 2014.

Our common core instructional tasks in literacy were completed in Kindergarten- 5th grade by November 21, 2011. Teachers are taught to use self-assessment as monitoring tools to gauge instructional success, and as a method to improve literacy instructional methods for future units and future classes.

In order to make teachers more effective in literacy instruction, the Principal, Assistant Principal, Literacy Coach, and reading specialist will devote an extended period of time to monitoring and providing Professional Development to teachers.

In addition schedules will be arranged to provide teachers with time to complete prerequisite assessments, item analysis, and self-assessments to further their professional Language Arts development.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Programs such as Project Read, RIF, and Read for Success will be integrated to encourage exposure to literature and a lifelong love of reading.

These programs are introduced through school activities such as Pajama Night (October 2011) and Bag-a-Book day(March 2012) to encourage and promote literacy and a love of books.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Principal, Assistant Principal, Literacy Coach

FSF and Title I funding

FSF and Title I funding allow us to support the action plan from September 2011-June 2012 in the following manner:

Professional Development in the integration of the Common Core Language Arts Curriculum

Research in latest literacy research and methods

Consumable instructional materials

Support from Data Specialist, Technology Cluster and Literacy Coach

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, all students in grades 3, 4 and 5 will gather, sort, and process research with proficiency in order to complete The CCLS Tasks as measured by grade and task specific rubrics.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

In order for the staff at PS 34 to move forward with the Core Curricular Standards and the Danielson Framework, our teachers need to teach students how to utilize research to further educational pursuits. Students need to understand how to acquire, collect, prioritize, assimilate and respond to research beyond the theoretical

stage. Modeled and guided instruction will be necessary to help our students incorporate this resource into the everyday classroom experience. In society at large, almost all occupations are driven through the use of computers, smart phones, tablets, and audio-video presentation. It is necessary as a school to prepare our students to be researchers and consumers of multimedia today and in future years. Furthermore, our children need to be able to target relevant data for a learning task amid the large volume of information available. Through item analysis on formative and summative assessments as well as observational data, we have determined that our students need to utilize research tools with more regularity and more proficiency to reach high levels of achievement.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

All students in grades 3,4, and 5 will use research to write both persuasive and informational essays.

Teachers will choose themes and develop plans for grade-wide literacy tasks.

-All students will participate in literacy tasks aligned with the Common Core Standards.

-Teachers will meet periodically to discuss student progress.

Periodic assessment of the progress of the task will be conducted.

Portfolios of the student work will be created to document progress and completion.

Themes: Grade 3- Whales and Dolphins

Grade 4-The Brooklyn Bridge

Grade 5-The Discovery of America

Teachers will compose pacing calendars that will stipulate learning tasks, daily requirements, the focus of each day and completion periods.

All thematic units will be fully completed by November 23rd, 2011.

Professional development will take place during common planning periods throughout October and November is being provided to educate and model the instructional task procedure and integration throughout the grades.

Additional professional development will be provided by the data specialist during a series of Lunch and Learn Workshops in late October through early November. The primary staff members involved in acquisition of these goals are: The principal, data specialist, classroom teachers in grades K-5, literacy coach and staff developer.

The acquisition of our targeted goal will be measured through task specific rubrics at the conclusion of the guided portion of the activity, and also at the conclusion of the independent activity.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

In order to increase parent participation in our research initiative, the units must be involved and foster extension activities at home. The incorporation of parents on the unit driven field trips and participation during culminating activities and Open Corridor, encourages parents to research the respective units with their child and to utilize tools that further instructional research goals together. Parents are encouraged to play in active role in ELA learning through workshops, CCLS projects, Open Corridor, and take home activities. By encouraging parents to participate in our learning projects, they in turn will take students to the library to study the topic and use resources such as computers to uncover research with their child relating to thematic units.

Strategies for attracting Highly Qualified Teachers (HQT)

By teaching our students to be junior researchers we foster students who are able to complete independent tasks and grow through the acquisition of knowledge. Furthermore, students who can use research to further their knowledge are often capable of higher level thought and function. Future teachers will recognize the high level of student autonomy and look forward to working in an environment where students play an active role in their educational experience.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Principal, AP, Coach and data specialist will set up laptops for use by students in composing PowerPoint presentations, watching multimedia, and searching web resources to complete CCLS projects. Administration will monitor student use of resources in school for fact finding and enhanced presentations.

Queens Village Library will be partnering with PS 34 to expose students to local sources of research materials. The librarians will provide a series of two professional development sessions to orient the students to the library and its organizational framework. Students will receive a library card at the conclusion of the educational experience to encourage further utilization of this resource.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

The Principal, Assistant Principal, Literacy Coach, and reading specialist will devote an extended period of time in monitoring and providing Professional Development to teachers.

FSF and Title I funding allow us to support the action plan from September 2011-June 2012 in the following manner:

Professional Development in the utilization of research and methods

Consumable instructional materials

Support from Data Specialist, Technology Cluster and Literacy Coach

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, all teachers in grades 3-5 will demonstrate proficiency in mathematical instruction as demonstrated by results on a principal created checklist, by monthly observational data and feedback, and a summative self-assessment rubric.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

As 2010-2011 data shows PS 34 has been consistently producing a large majority of level 3 and 4 students using our current instructional methods. In order to maintain and advance our school in this field of study, teachers need to be abreast of the latest core driven methods and procedures. The three new teachers to our school need professional development to allow them become informed and proficient teachers of mathematical principles in a short period of time.

Since the national educational reform will create uniform Common Core Standards as of 2014, PS 34 teachers need additional information with regard to the material contained in these national standards. Furthermore, teachers in NYC need to become familiar with the Danielson Framework for Instruction and be able to implement this model in the classroom.

We determined this need by accessing source systems (ATS, ARIS, Acuity and NYSTART) and studying student formative and summative assessment data. It was determined that progress had been made by students moving from level 1 and level 2 to level 3, but less than 25% of students were able to move beyond level appropriate mathematical performance. Therefore, we determined that alterations in the rigor and scope of our mathematical instructional practices must be revised based on these findings.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

85% of all classroom teachers should earn the rating of “satisfactory” in math instruction. As each skill or unit in mathematics is presented, 85% of students have to achieve a score of 85% or above on assessments, or the skill must be re-taught. The cycle of mastery will lead to superior teaching practices, because teachers will

have to analyze student weaknesses in order to provide differentiated instruction to meet these needs. Students, in turn, will be provided with instruction that built on previously mastered skills enhancing comprehension and future mastery.

-Principal will conduct in-depth training. Teachers will be given professional development concentrating on mathematical principles and assessment. The principal will model the use of assessments as a tool in mathematics to guide all future instruction.

-A Designated P.D. day is devoted to examining this practice. Teachers will spend an entire day examining best practices in mathematics and forming partnerships with teachers on their grade and with teachers from adjoining grades. This will foster uniform instructional practices.

-A rubric for assessing current level of achievement and progress will be used by both supervisors and teachers. Students will engage in self-assessment after each topic or unit of study.

Educators will evaluate all facets of the mathematical instructional block.

Supervisors, in turn, will use the same rubric to assess teacher performance and to provide clear feedback to teachers to be addressed in future lessons and instructional units.

-Teachers will meet in cross-grade groups to look closely at student work and use conclusions drawn as a group to inform future instruction.

- At least twice monthly collaborative cross-grade groups will meet to examine student work in the field of mathematics. Close attention will be placed on using the rubric to guide instruction now and in the future.

Feedback provided by peers will help inform instruction of the student whose work is being assessed, but also allowing all teachers to reevaluate their methods and techniques.

-Teachers should be able to tell “why” they are doing “what” they are doing.

-Teachers should be able to provide evidence of their effectiveness based on “soft” data gained from anecdotal and “hard” data based on student scores. Teachers will be conferencing with students in mathematics as with other content areas. They will be required to keep anecdotal records about what instructional methods are working with their students and what methods need to be enhanced or revised. Furthermore, it is necessary that teachers have a clear understanding of why they are teaching the lessons that they are teaching. This must be backed up in writing through notes and observation.

In order to make teachers more effective in math instruction, the Principal, Assistant Principal, staff developer, and data specialist will devote an extended period of time in monitoring and providing Professional Development to teachers.

In addition schedules will be arranged to provide teachers with time to complete prerequisite assessments, item analysis, and self-assessments to further their professional mathematics development.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parent workshops were held focusing attention on the Math exam on 10/17 and 12/13. Parent were given packets explaining NYC standards, test construction, rationale behind the exam and strategies employed at the school level which can be integrated at home.

Parents were also provided with ARIS and Acuity passwords and links to allow students and caregivers to practice relevant skills at home.

Test taking skills and problem solving strategies were explained to parents and activities that promote skill acquisition and advancement were disseminated at these meetings.

Parents are encouraged to play in active role in Mathematical learning through workshops, CCLS projects, Open Corridor, and take home activities.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

By assigning resources to help our students maintain high levels of performance, we can attract the best and the brightest teachers to PS 34. Teachers want to be part of a successful school, and by helping our students maintain high levels of performance, we ensure that perspective teachers will examine our teaching model and picture themselves joining our school.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Danielson Framework and Common Core curriculum tasks are integrated via Professional development as a yearlong unfolding model to advance instruction and further student advancement. A professional development workshop was provided to the teachers on integration of Danielson Model and the New Core Curricular guidelines. Teachers worked in grade teams to plan and organize instructional goals and units using this framework. Principal, Assistant Principal, and staff developer will monitor the lesson creation, rigor and cohesiveness of mathematical practices monthly through observations and feedback.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Principal, classroom teachers, staff developer

FSF and Title I funding allow us to support the action plan from September 2011-June 2012 in the following manner:

Professional Development in the utilization Danielson Model

Support from Data Specialist, Staff developer and Assistant Principal

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2012 Grade 4 students will maintain performance levels as measured by New York State Summative Assessments in ELA and Mathematics.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

During the 2011-2012 school year, the core reading program used to assess and evaluate student oral language, reading fluency and comprehension will continue to be the Mondo Reading Program. This will be the fifth year that the program will be implemented in the upper elementary grades. We continue to have a concern about level 3 or level 4 students maintaining their progress and preferably growing academically. Strong efforts materials and training have went into building a foundation of differentiated literacy based activities to stimulate the diverse group of learners in this cohort and in all grade 3-5 students.

The state mathematics test results for PS 34 students in Grades 3-5 were very good. However, the amount of improvement that each and every child was making must be maintained. We need to find ways to maintain the high level of achievement and also create an environment where our higher level students can achieve above grade level performance levels. Too many of the students are reaching level 3 performance and remaining there from year-to-year. We need to revise our math structure to facilitate higher level thinking and problem solving environments conducive to higher achievement levels.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Subgroups of children in the performance levels need to be identified and targeted for special instruction ranging from remedial to gifted. Additional staff or resources must be devoted to addressing this need. One full-time reading specialists and a literacy coach will continue work with teachers and students to address strengths and weaknesses and provide modeled and leveled instruction.

Acuity, portfolios and grade level tests will once again be used to evaluate and re-evaluate instructional methods, differentiation, materials, and special needs students. Using item analysis provided through these structured exams, we can quickly assess and re-teach areas of concern. The school data specialist will meet bimonthly with teachers to discuss summative and formative test results, item analysis and resources available to maintain progress levels of respective classes.

Professional development must be expanded to address all aspects of balanced literacy and using assessment to drive instruction. Topics to be revisited must include data driven instruction, data analysis, lesson planning based on results derived from assessments, grouping for instruction, shifted instruction to a more student-centered model, small group instruction and creating activity centers to provide more meaningful instruction to all grade levels and performance subgroups.

Groups of children must be identified for targeted intervention and AIS services using diagnostic, prescriptive, and remedial techniques to ensure academic success. The reading specialist and literacy coach will use a push out model to remediate students three days a week beginning in October to help students maintain progress and progress academically. An Inquiry target program is also available to fifth grade level 4 math students to further challenge and stimulate those students achieving above city and state standards. Students in this program will meet three days a week and learn techniques to move beyond rote and literal understanding and progress using a problem solving framework to answer complex multi-step mathematical problems.

FSF and Title I funding allow us to support the action plan from September 2011-June 2012 in the following manner:

Professional Development in the utilization of research and methods
Consumable instructional materials
Support from Data Specialist, Technology Cluster and Literacy Coach

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

We, the administrators, staff and teachers of PS 34 The John Harvard School, strongly believe that teaching is a lifelong process involving students, parents and the school. Countless amounts of research from educators have shown that students' academic success, self-esteem and attitudes about the world around them are greatly influenced by their parents' involvement in education from pre-kindergarten through high school.

Therefore the PS 34 Staff and community need parent involvement to play a vital role in helping our students to reach their fullest potential and foster in them a love of learning and education. Furthermore, the partnership that must exist between school and parents will allow for the reinforcement of positive values and structures. In order to facilitate a collegial partnership the following steps must be undertaken to facilitating and maintaining active parental involvement:

1. Plan, implement, assess and, as necessary, revise effective parent involvement activities aimed at improving student academic achievement and school performance;
2. Build the school's and the parents' capacity for strong parental involvement through collaborative school-parent planning, ongoing parent-school communication, and integration of parents into professional development and other school activities;
3. Continue to encourage parental involvement in the planning of programs and activities within No Child Left Behind Legislation.
 - a. Explain to parents the requirements of these laws in simple, direct and understandable terms.
 - b. Inform parents of the school's participation in such programs, and include them, in an organized, ongoing and timely way, in the planning, review, improvement and revision of such programs as mandated by law and regulation ;
 - c. Explain and answer any questions as to the rights of the parents to be informed about and involved in these programs.
4. Inform and explain to parents the learning goals students are expected to meet as required by New York City, New York State and federal academic achievement standards, and how students' progress is measured, as well as provide information regarding the curriculum currently in use at the school;

5. Inform of and provide to parents with any training and materials available to them to help them work with their children;
6. Inform parents of any resources, such as transportation and child care, which may be available in order to allow them to attend and participate in school events;
7. Inform them of and bring to the parents any other programs available through community resources, which may be of use or interest to them, whenever possible;
8. Include in its Parental Involvement Policy a School-Parent Compact, a written agreement outlining and describing more specifically the rights, responsibilities and commitments of the parents, the children and the school with regard to honoring their partnership roles in helping the students realize their maximum academic, personal and social potential.

The faculty and staff of PS 34 and the parents will facilitate these steps:

1. By convening regular meetings, at times facilitating greatest parental participation, at which parents will be able to gain information, voice opinions and offer approval or rejection of proposed programs and policies. These shall include the following meetings:
 - a. Monthly meetings of the general PA membership;
 - b. Monthly meetings of the School Leadership Team;
 - c. Workshops on ELA and Mathematics testing procedures and policies. To inform and demystify the state exams.
2. By establishing various forms of clear and consistent communication with the parents through letters, email, newsletters and phone calls when necessary, encouraging regular discussion about and participation in school programs, students' academic progress and behavioral management. Such communication shall be provided in alternative formats and languages as necessary, and shall stress the importance of communication between the teachers and parents through
 - a. Regular attendance of parent-teacher conferences;
 - b. Frequent reports to parents on their child's progress;
 - c. Communication with teachers and administration via phone, e-mail and afterschool.
4. By providing all parents with a copy of this Parent Involvement Policy, in English and other appropriate languages, and its School-Parent Compact component.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

By assigning resources to help our students maintain high levels of performance, we can attract the best and the brightest teachers to PS 34. Teachers want to be part of a successful school, and by helping our students maintain high levels of performance, we ensure that perspective teachers will examine our teaching model and picture themselves joining our school.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Coordination with public library program.

Principal, Literacy Coach, Assistant Principal, Data Specialist, Testing Coordinator, General Education teachers, and staff will work with these students to ensure performance levels are maintained. Specific checklists, rubrics and other assessments will be designed to track progress of our students and alterations will occur if students struggle to maintain performance levels.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title 1 Reading teacher, assistant principal

FSF classroom teachers

Title III esl materials and instruction

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) Timeline for implementation.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	2			1
1	14	17	N/A	N/A	3			3
2	21	32	N/A	N/A	2			1
3	50	48	N/A	N/A	2			1
4	31	28	2	0	1			1
5	20	17	3	7	6			
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>Small group instruction provided 3-5 times per week for a minimum of 30 minutes a day. K-2 students were instructed using the Early Success Program from Houghton Mifflin. Students in grades 3-5 used the Soar to Success Program also by Houghton Mifflin. Students in grades K-5 also attended Extended day remediation sessions for 37.5 minutes four times during the week. Additional AIS services were available on Saturdays for Grades 3-4 and ELL students.</p> <p>The Title 1 Reading Specialist administers diagnostic assessments to all at risk students. Students are instructed by specialists 5 days a week, 45 minutes a day. Instruction centers on reading processes and comprehension strategies. Students are instructed in small groups. Lessons are modeled and instruction shifts from direct to guided and eventually culminating in a more student directed instructional model.</p> <p>Students in Grades 3 and 4 were instructed in a comprehensive 6 week preparatory program to prepare them for the city and state exams. Students at level 1 or 2 were targeted for this remedial program. Practice materials are provided and the strategies taught help students' master key comprehension and test taking skills.</p>
<p>Mathematics</p>	<p>□ Small group instruction was provided to targeted students 4-5 times per week. Students used Options Math Assessments, Math Steps, and Harcourt Brace. An advanced group does Inquiry work to maintain progress on summative state test. They meet 3x a week for 45 minutes.</p>
<p>Science</p>	<p>Academic Intervention Services in science were provided within the science classroom. Grade four and five students were taught using differentiated instruction and group according to skill acquisition. The instructor then spent extra time working with those students that failed to grasp some of the concepts and skills presented.</p>
<p>Social Studies</p>	<p>AIS services in Social Studies were provided during the Fall to students in Grade 5. During the AIS period Monday to Friday, certain targeted students were provided with extra instruction for five weeks. The teacher used the New York State Elementary Social Studies Coach book to guide some of the instruction.</p>

At-risk Services provided by the Guidance Counselor	<input type="checkbox"/> The counselor provides at-risk students with one-to-one or small group counseling according to student needs. Students meet with counselor as needed on a daily basis.
At-risk Services provided by the School Psychologist	<input type="checkbox"/> Schedule and time permitting, the school psychologist will meet with at-risk students to discuss issues impeding their growth. Due to mandated case load this service is limited.
At-risk Services provided by the Social Worker	<input type="checkbox"/> At-risk family intervention. ERSSA
At-risk Health-related Services	<input type="checkbox"/> Physical therapists are available part-time to assist students with physical limitations. Through coordination exercises and practice of fine and gross motor skill activities, students can improve functionality in everyday activities. No adaptive PE is currently available.

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Corinne Rello Anselmi	District 29	Borough Queens	School Number 034
School Name The John Harvard Elementary			

B. Language Allocation Policy Team Composition [?](#)

Principal Pauline Shakespeare	Assistant Principal Vera Tomaselli
Coach Gwen Brown-Walker	Coach type here
ESL Teacher Hamide Aktas	Guidance Counselor Jill Handley
Teacher/Subject Area	Parent type here
Teacher/Subject Area	Parent Coordinator type here
Related Service Provider Mrs. Audu (Resource Room)	Other type here
Network Leader Nichelle Manning	Other type here

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	1	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification			

D. School Demographics

Total number of students in school	523	Total Number of ELLs	43	ELLs as share of total student population (%)	8.22%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

At enrollment, our certified ESL teacher, Hamide Aktas is responsible for conducting the initial screening. Staff members in the school speak Haitian Creole, French and Spanish, and provide Translation if needed. The ESL teacher conducts informal interviews with parents and students to make sure that Home Language Identification Survey (HLIS) are completed accurately. The HLIS are given to parents of students entering DOE system for the first time in their own language if available. This process also includes an interview in the parents' home language. There are bilingual(Spanish and Haitian Creole) paraprofessionals in the building if the need arises. LAB-R eligibility is determined by the results of HLIS. Copies of all new admits' HLIS are kept on file in the General Office.

Once ESL teacher collects HLIS and determines that a student is entitled for LAB-R testing, the child is administered a Language Assessment Battery-Revised (LAB-R) to establish English proficiency level. Students that score below proficiency on the LAB-R become eligible for state-mandated services for ELLs. Those who speak Spanish at home and score below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance. Students who meet the LAB-R cutscores are not entitled for services and they receive Non-Entitlement letters. Students who are identified as ELLs receive Entitlement Letters informing parents of entitlement and also inviting them to a parent orientation. During the parent orientation, parents watch a video provided by the DOE and are informed of different programs available in the New York City School System : Transitional Bilingual Education, Dual Language, and English as a Second Language. Parents have the opportunity to ask questions. Bilingual Staff members are available at the meeting to answer questions. Materials are distributed in different languages, and refreshments are served. At the end of the meeting , the Parent Survey and Program Selection Forms are explained to the parents and they are encouraged to fill the form out.

For parents who are unable to attend the parent orientation meeting, another orientation date convenient to them is arranged by the ESL teacher so that they can watch the video and complete the forms. For parents who cannot attend the meeting or do not complete the forms after multiple attempts, by default the students are placed in a TBE program as per CR Part 154. Since our school does not have a TBE program, those students are placed in the ESL program. Our ESL teacher works carefully to ensure that Parent Surveys and Program Selection Forms are returned and are accounted for. Copies of the forms are kept on file with the ESL teacher.

Once parents complete the forms, Placement Letters are sent home informing parents of the program their children is placed in. For parents who choose a program that the school does not offer, a list of schools that offer the chosen program is given and transfer options are informed.

Based on NYSESLAT results, students who are ELLs receive Continuation Letters informing of continued services in the program. Students who scored Proficient on the NYSESLAT receive Non-Entitlement/Transition Letters informing of discontinued services. These students receive transitional support and testing accommodations for the state tests for two years. Copies of all letters (entitlement, non-entitlement, placement, and continuation) are kept on file with the ESL teacher.

ESL teacher and parent coordinator make every effort to stay in close contact with ELL parents, from administering the HLIS, to informing them of their child's eligibility for ELL services, to collecting forms that indicate the parent's program choice for their child. We provide parents of newly enrolled ELLs with information on the different ELL programs that are available. Because the state requires that ELLs be placed in the appropriate program within ten days of enrollment, getting parents this information quickly and efficiently is critical to getting their input. Parents' choice along with program availability determines program placement for ELLs.

Because ELL parents often speak a language other than English, we use the translated Departmental materials (brochures, DVDs) as needed. All students are tested within the first ten days of school. Also, the first orientation takes place within the first ten days of the school year. During this time, we discuss the placement options with the parents. We communicate with the parents in their native language. Additionally, the parents view a video of these options and complete the parent survey and program selection form. We have several other orientation sessions as the need arises. Also we inform parents throughout the year in a number of ways, including one-on-one meetings, phone conversations, or through informational packets. Our parent coordinator and ESL teacher work closely to coordinate school events for ELL parents and deliver information to them in a timely manner. During ELL parent orientation meetings there has been discussion of the programs available throughout District 29. 100% of our ESL families have chosen the ESL program as their first choice. Their reasons are that they are anxious for their children to learn English and they feel that this will happen faster if they are in an ESL class. Also, at the orientation ESL curriculum and state mandates for the ELLs are explained to the parents by the ESL teacher and the testing coordinator.

In the spring, each ELL is administered the NYSESLAT to determine English proficiency. This test determines whether or not the student continues to be eligible for ELL services. Before NYSESLAT, ESL teacher informs parents of the upcoming test and websites that the parents can view sample test questions and get information about the achievement test. ELLs that continue to score below a certain level of English proficiency continue to be entitled to ELL services. ELLs scoring at or above proficiency are no longer entitled to ELL services and can enter all-English monolingual classes. ESL teacher notifies parents of NYSESLAT outcomes and program eligibility before the beginning of the next school year.

Based on the parent choice trends on the Parent Survey, the school's language is in alignment with parent choice and program offerings.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

K* 1* 2* 3* 4* 5*
6* 7* 8* 9* 10* 11* 12*

This school offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input type="radio"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	2	2	2	2	2	2								12
Total	2	2	2	2	2	2	0	0	0	0	0	0	0	12

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	43	Newcomers (ELLs receiving service 0-3 years)	39	Special Education	10
SIFE	1	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	39	2	9	4		1				43
Total	39	2	9	4	0	1	0	0	0	43

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Hispanic/Latino: ____	Other: ____
Native American: ____	White (Non-Hispanic/Latino): ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	3	2	3	1	1								13
Chinese														0
Russian														0
Bengali				3	1									4
Urdu														0
Arabic		1	1	1	1									4
Haitian		2	5	1	5	2								15
French			2	1	1	1								5
Korean														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi														0
Polish														0
Albanian														0
Other					1	1								2
TOTAL	3	6	10	9	10	5	0	43						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

P.S. 34Q currently has 523 students enrolled for the 2011-2012 school year. There are 43 English Language Learners (ELLs) which make up 8.22% of our population. The language of instruction is English. We have no Bilingual or Dual-Language programs at P.S. 34.

The program model at P.S. 34 for all ELLs is a freestanding pull-out/push-in model. There is one full-time, fully certified ESL teacher who provides this instruction. The language of instruction is English. The beginner and intermediate ELLs receive 360 minutes of ESL instruction weekly. The students scoring at the advanced level on the NYSESLAT/LAB-R receive 180 minutes of ESL instruction weekly.

The beginning ESL groups focus largely on speaking, vocabulary development and familiarity with the conventions of the English language and the culture of the United States. Scaffolding activities are provided to support learning and are slowly withdrawn as the student gains proficiency in English. Some of the ways we accomplish this is through pictures, poetry, music, puppetry, TPR, role-playing and shared reading and writing. We expose our beginners to a variety of language situations to assure that they maintain a low affective filter.

The intermediate ESL groups focus on reading and writing in the content areas using comprehensible input. A balanced literacy approach is used in this instruction. Many of the methods used with the beginners are utilized here as well. In addition, this group receives intensive instruction in writing mechanics and creative writing. We use Bell Mondo Workshop Model to teach a variety of reading strategies. The literacy coach assists us in this area.

A. Programming and Scheduling Information

The ESL teacher prepares the advanced students for the State and City-Wide Exams. The four components of ESL are utilized to drive instruction. We anticipate that these children will exit the program in the near future and will be responsible for taking the required promotional exams. Reading comprehension, usage of advanced vocabulary, grammar and writing are taught through a thematic approach. A variety of subjects are explored to enrich the students' knowledge in social studies and science and engage them in the learning process.

The two major language groups represented here are Spanish and Haitian Creole. We also have several children who speak Arabic and Bengali. In the upper grades we only have two students that can be considered SIFE, ten special education students with ESL on their IEPs, three newcomers, and six students in grades three through five that have been ELLs between three to five years.

English proficiency levels for our ELL population are composed of 25% beginners in grades K - 5 with the majority in grade three. The students scoring at the intermediate level are mostly in grade one at 25%. The advanced students make up 47.7% of the ELL population and these students are in grades two, and four.

The students, who are newcomers and rely heavily on their native language, are encouraged to read and write in their native language until they can begin to understand and compose their thoughts in English. Bilingual dictionaries are made available to them and they are encouraged to borrow books in their native language from the school and the public library. They are assigned a 'buddy' who can assist them and translate teacher directions and lesson summaries. In this way we can limit the amount of content learning that is interrupted while they are learning English. During 2011-2012 school year we are planning to help students with Interrupted Formal Education (SIFE) accelerate academic and language development by providing additional instructional time before and after school, as well as in Saturday academies.

The freestanding ESL program is a pull-out/push-in model. It is organized by grade level and proficiency level. Lower grade beginners are grouped together and upper grades are organized this way as well. All groups are heterogeneously grouped. There is a wide range of proficiency levels in each group, at each level. Every child learns at a different rate and the groups reflect this diversity. Instruction is differentiated at all times for all students.

Our focus for students between 0-3 years of ESL instruction is to provide reading comprehension, vocabulary development and familiarity with the conventions of the English language and the culture of the United States. Beginner and Intermediate level students are grouped to emphasize heterogeneous groups and differentiate instruction. Advanced level students are grouped together; however, the instruction is differentiated according to multiple learning abilities.

Our focus for students between 4-6 years is to support reading and writing in the content areas using comprehensible input. NYSESLAT results indicate that majority of our ELLs have difficulty in writing. These students will continue to receive at-risk supports such as extended-day programs, after-school program, and Saturday Academy.

The ESL subgroups are serviced through AIS services, extended day and our Title III program. They are also serviced through differentiated instruction in the general education classroom via guided reading and small group instruction. The workshop model is used in every subject area so that all students' needs are met. When formal assessments are given, extra time for present and former ELLs (2yrs. out), is provided. ELLs with special needs are serviced as per their IEPs.

Through congruence with the classroom teachers and continuous assessment, we determine the needs of the individual children and group them accordingly. Small group instruction using academic rigor, enables the children to get the help they need to advance to the next level. The ESL staff at P.S. 34 will continue to immerse our students in the four components of ESL so that they meet or exceed the ESL Learning Standards.

Courses Taught in Languages Other than English ⓘ

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

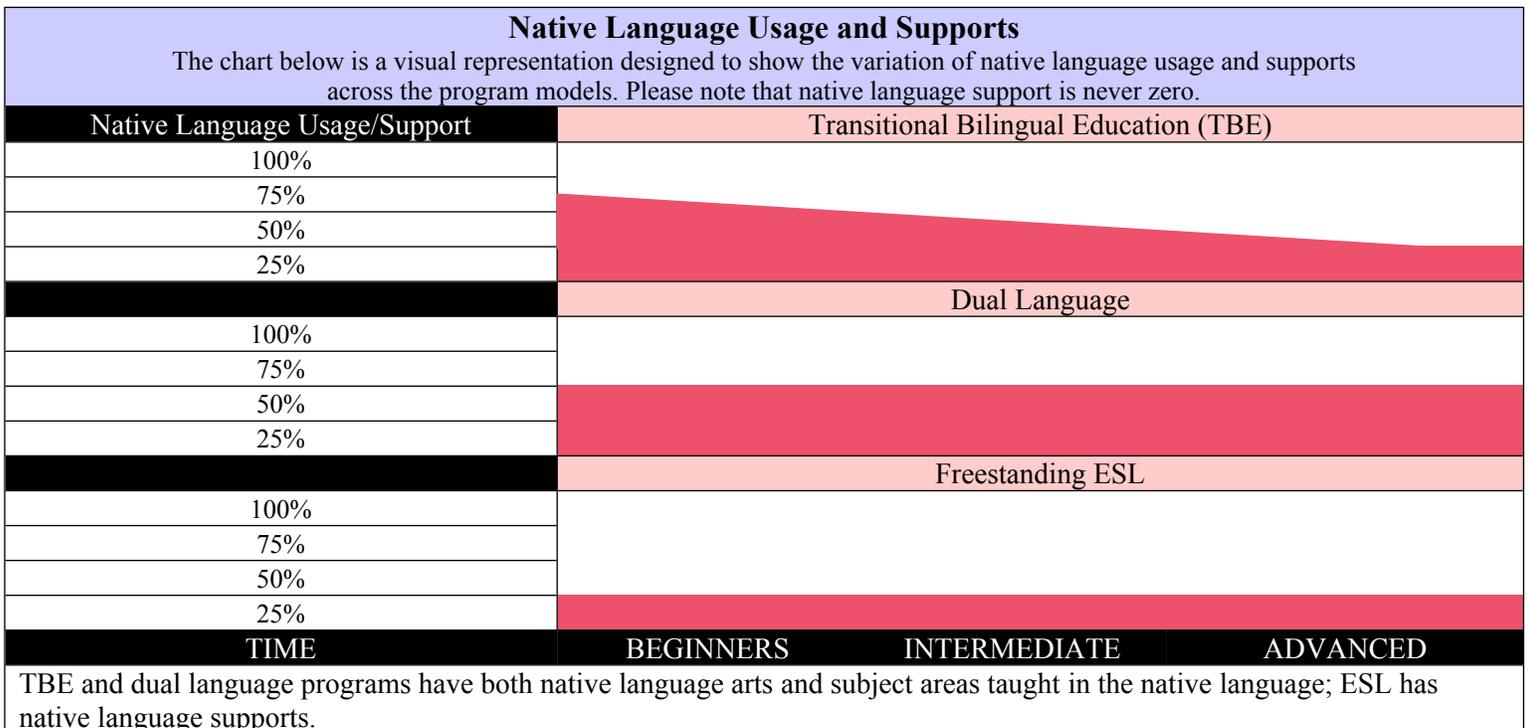
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts			
Social Studies:	English		

Math:	English
Science:	English
Computer	English
Music	English
Physical Education	English
English Language Arts	English

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

The freestanding ESL program is a pull-out/push-in model. It is organized by grade level and proficiency level. Lower grade beginners are grouped together and upper grades are organized this way as well. All groups are heterogeneously grouped. There is a wide range of proficiency levels in each group, at each level. Every child learns at a different rate and the groups reflect this diversity. Instruction is differentiated at all times for all students.

The ELL subgroups are serviced through AIS services, extended day and our Title III program. They are also serviced through differentiated instruction in the general education classroom via guided reading and small group instruction. The Workshop model is used in every subject area so that all students' needs are met. When formal assessments are given extra time for present and former ELLs (2 yrs. out), is provided. ELLs with special needs are serviced as per their IEPs.

Students receive all instruction in English with native language support, such as using bilingual dictionaries, native language classroom libraries, technology enrichments in the native language, or the buddy system. The students, who are newcomers and rely heavily on their native language, are encouraged to read and write in their native language until they can begin to understand and compose their thoughts in English. Bilingual dictionaries are made available to them and they are encouraged to borrow books in their native language from the school and the public library. They are assigned a 'buddy' who can assist them and translate teacher directions and lesson summaries. In this way we can limit the amount of content learning that is interrupted while they are learning English.

The targeted intervention services for ELLs are based on the students' scores on Acuity, Interim assessments, Bell Mondo assessments and teacher evaluation. Most of our ELLs receive AIS services and all stay for Extended Day. Long term ELLs who need assistance in Math receive AIS services as well. Some of these long term ELLs were evaluated and it was determined that they receive Special Education services as well. All students in grades 3-5 were strongly encouraged to attend Saturday school. There they receive additional instruction in ELA and math test taking strategies. Students who exhibit inadequate growth on reading assessments will receive an additional 30 minutes per day in literacy instruction using a reading intervention focused on helping them achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition, and writing).

The NYC interim assessments are used by the school leadership to arrange AIS groups and to focus teacher instruction. The students' weaknesses are targeted by these tests and are pulled out of their classes and/or lunch periods for small group instruction. The ELL interim assessments are used during small group instruction to focus on the student's individual needs and assess areas of difficulty, prior to the administration of the NYSESLAT.

The transitional support is provided for ELLs reaching NYSESLAT proficiency. Teachers are notified of the student's status and testing accommodations are given to these children. AIS services are provided for these students beginning in grade 2 if they are needed. In the younger grades, these students are included in the ESL pull-out program at the advanced level. Every student in grades 3-5 is encouraged to attend Saturday school so that mastery will be achieved on the State assessments. The Bell Mondo reading and writing program lends itself to small group instruction. This program provides tremendous support for all ELLs in oral language and literacy development.

The instructional materials used in our program are print-rich and focus on reading comprehension and writing skills, as well as the content areas. The Rigby series called "On Our Way To English" provides poetry, songs repetition and literacy skills. The writing component also teaches grammar and writing skills using the writing process. Beginners use shared reading and writing, TPR, poetry and music to enhance instruction. The intermediate and advanced groups focus on reading and writing in the content areas using comprehensible input. A balanced literacy approach encompassing writing mechanics, creative writing and reading strategies is utilized here as well. The ESL teacher and classroom teachers coordinate instruction for all the ELLs. The four components of ESL and ESL methodologies are utilized to drive instruction, as are the results of the acuity tests and interim assessments.

B. Programming and Scheduling Information--Continued

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The students use the acuity system in the computer lab to practice and prepare for the state assessments. The lower grades use several literacy websites to gain familiarity with the alphabet, literacy skills and reading comprehension strategies. Listening centers are set up in these classrooms to provide auditory input and literacy practice.

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The students use the acuity system in the computer lab to practice and prepare for the state assessments. The lower grades use several literacy websites to gain familiarity with the alphabet, literacy skills and reading comprehension strategies. Listening centers are set up in these classrooms to provide auditory input and literacy practice.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Families of ELLs are encouraged to become involved in their children's schooling. P.S.34 provide and encourage monthly parents nights, neighborhood meetings with parents, telephone contacts to check on absent students, multicultural awareness activities and parent involvement with counselors in the planning of academic success of ELLs.

In September of the current school year all families are invited to school during open school week as well as "Meet the Teacher" night. During both events parents are informed and shown different strategies to help their children at home. In October we have two parent workshops and a "Pajama Night" for Kindergardeners planned already. Our staff members will be available for written and oral translations. In addition to these workshops P.S 34 has two different days in which parents can meet with the Principal to discuss their needs and create a stronger home-school connection . All these dates and events are available on our school's monthly calender. At the beginning of each month a copy of the calender is sent home to parents to inform for all activities.

The parents of the ELLs will be invited to attend several meetings throughout the 2011-2012 school year. During these meetings, parents will be given updates on their child's progress. ESL teacher and parent coordinator will conduct these meetings with the participating parents. A Spanish-speaking paraprofessional and a Haitian-Creole speaking paraprofessional will join these meetings for translation purposes. We plan to ensure the translation of PTA notices, monthly calendars and open school invitations. In addition, curriculum night announcements and information about extracurricular programs will also be translated into the two major native languages.

The parents will understand and be able to plan for all aforementioned activities. The parents will also feel more comfortable attending PTA meetings and curriculum night events. They will also be more aware of the academic standards and the assessments their children are and will be taking. They will become more empowered and understand the importance of communication with their child's teachers and the school. P.S. 34 sends home specific tasks that parents can do with their children on a regular basis. Parents will develop a routine of expecting the communication and of completing the specific tasks assigned.

The school does not partner with any other agencies or Community Based Organizations to provide workshops or services to ELL parents at this point. We use in-house staff for oral and written translations.

We sent a survey home to each of our students inquiring as to whether or not the parent or guardian needed translation services for notices sent home. We also took an inventory of the HLIS for the ELLs in our program and an overview of the OTELE report for our school. We then tabulated the number of parents that spoke languages other than English and determined that there was a need for translation of notices and information about a child's academic performance, ways to increase student achievement and enhance the parents' understanding of academic standards, assessments and tests. We found that the two major language groups were Haitian Creole and Spanish.

We used our classroom surveys, the inventory of languages from the HLIS and the OTELE report to assess the oral language needs of our parents. We assessed the number of parents who needed translation services to effectively communicate at PTA meetings, curriculum nights, and Parent-Teacher conferences. We determined that there was a need for a translator at these and other curriculum events held by the school.

We plan to have interpreters in Haitian Creole and Spanish. They will be available to the parents for events such as PTA meetings, Family Literacy Night, Family Math Night and Parent-Teacher Conferences. The notices announcing these events will also be translated into the native language. This will enhance parent's understanding of their child's academic performance and how to help improve their child's achievement in school. This will also encourage more parents to attend PTA meetings, Parent-Teacher conferences and open school week. Parent support is an integral part of improving and motivating student achievement.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Staff development is explicitly designed to help teachers and other staff serve ELLs more effectively. P.S. 34 encourages all staff to participate in staff development focused on ELLs. Also, our school provides staff development for teachers and other staff in effective instructional approaches to teaching ELLs and principles of second language acquisition.

The literacy coach from our school will provide three 2-hour sessions for the ESL teacher and the classroom teachers. She will instruct us in the Bell Mondo Reading program and give them an overview of the Writer's Workshop and pacing calendar.

Our school assists the ELLs in making a comfortable transition from elementary-to-middle school. In June, the middle school (I.S. 109) sends a group of students, accompanied by the Assistant Principal and a Guidance Counselor, to our school. At this orientation meeting the students put on presentation about the different program offered at the middle school. The Assistant Principal and Guidance Counselor review what is expected in regard to proper behavior and attire. After this orientation, the fifth grade ELLs have several class sessions devoted to answering questions they have and discussing the presentation. There is also an evening program for all parents so that they can visit the school and ask any questions that they have.

The professional development plan at our school ensures the receipt of the 7.5 hours (10 hours for Sp. Ed. and paraprofessionals) of strategies in teaching ELLs as per Jose P. We plan to devote two hours of the first two staff development days in September and two hours in November for ESL training. The staff will be instructed on how to better educate the English Language Learners. Lists of suggestions and strategies regarding alternative methods for teaching these children will be discussed. Testing accommodations will be explained and bilingual glossaries will be given to teachers and they will be shown how to utilize these on a daily basis. The remaining hours will be spread throughout the year and time will be devoted in January to discussing promotional policies and regulations for ELLs. Sensitivity training will be ongoing.

E. Parental Involvement

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2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
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Families of ELLs are encouraged to become involved in their children's schooling. P.S.34 provide and encourage monthly parents nights, neighborhood meetings with parents, telephone contacts to check on absent students, multicultural awareness activities and parent involvement with counselors in the planning of academic success of ELLs.

In September of the current school year all families are invited to school during open school week as well as "Meet the Teacher" night. During both events parents are informed and shown different strategies to help their children at home. In October we have two parent workshops and a "Pajama Night" for Kindergardeners planned already. Our staff members will be available for written and oral translations. In addition to these workshops P.S 34 has two different days in which parents can meet with the Principal to discuss their needs and create a stronger home-school connection. All these dates and events are available on our school's monthly calendar. At the beginning of each month a copy of the calendar is sent home to parents to inform for all activities.

The parents of the ELLs will be invited to attend several meetings throughout the 2011-2012 school year. During these meetings, parents will be given updates on their child's progress. ESL teacher and parent coordinator will conduct these meetings with the participating parents. A Spanish-speaking paraprofessional and a Haitian-Creole speaking paraprofessional will join these meetings for translation purposes. We plan to ensure the translation of PTA notices, monthly calendars and open school invitations. In addition, curriculum night announcements and information about extracurricular programs will also be translated into the two major native languages.

The parents will understand and be able to plan for all aforementioned activities. The parents will also feel more comfortable attending PTA meetings and curriculum night events. They will also be more aware of the academic standards and the assessments their children are and will be taking. They will become more empowered and understand the importance of communication with their child's teachers and the school. P.S. 34 sends home specific tasks that parents can do with their children on a regular basis. Parents will develop a routine of expecting the communication and of completing the specific tasks assigned.

The school does not partner with any other agencies or Community Based Organizations to provide workshops or services to ELL parents at this point. We use in-house staff for oral and written translations.

We sent a survey home to each of our students inquiring as to whether or not the parent or guardian needed translation services for notices sent home. We also took an inventory of the HUIS for the ELLs in our program and an overview of the OTELE report for our

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Families of ELLs are encouraged to become involved in their children's schooling. P.S.34 provide and encourage monthly parents nights, neighborhood meetings with parents, telephone contacts to check on absent students, multicultural awareness activities and parent involvement with counselors in the planning of academic success of ELLs.

In September of the current school year all families are invited to school during open school week as well as "Meet the Teacher" night. During both events parents are informed and shown different strategies to help their children at home. In October we have two parent workshops and a "Pajama Night" for Kindergardeners planned already. Our staff members will be available for written and oral translations. In addition to these workshops P.S 34 has two different days in which parents can meet with the Principal to discuss their needs and create a stronger home-school connection . All these dates and events are available on our school's monthly calender. At the beginning of each month a copy of the calender is sent home to parents to inform for all activities.

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The parents will understand and be able to plan for all aforementioned activities. The parents will also feel more comfortable attending PTA meetings and curriculum night events. They will also be more aware of the academic standards and the assessments their children are and will be taking. They will become more empowered and understand the importance of communication with their child's teachers and the school. P.S. 34 sends home specific tasks that parents can do with their children on a regular basis. Parents will develop a routine of expecting the communication and of completing the specific tasks assigned.

The school does not partner with any other agencies or Community Based Organizations to provide workshops or services to ELL parents at this point. We use in-house staff for oral and written translations.

We sent a survey home to each of our students inquiring as to whether or not the parent or guardian needed translation services for notices sent home. We also took an inventory of the HLIS for the ELLs in our program and an overview of the OTELE report for our school. We then tabulated the number of parents that spoke languages other than English and determined that there was a need for translation of notices and information about a child's academic performance, ways to increase student achievement and enhance the parents' understanding of academic standards, assessments and tests. We found that the two major language groups were Haitian Creole and Spanish.

We used our classroom surveys, the inventory of languages from the HLIS and the OTELE report to assess the oral language needs of our parents. We assessed the number of parents who needed translation services to effectively communicate at PTA meetings, curriculum nights, and Parent-Teacher conferences. We determined that there was a need for a translator at these and other curriculum events held by the school.

We plan to have interpreters in Haitian Creole and Spanish. They will be available to the parents for events such as PTA meetings, Family Literacy Night, Family Math Night and Parent-Teacher Conferences. The notices announcing these events will also be translated into the native language. This will enhance parent's understanding of their child's academic performance and how to help improve their child's achievement in school. This will also encourage more parents to attend PTA meetings, Parent-Teacher conferences and open school week. Parent support is an integral part of improving and motivating student achievement.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		2	1	3	2	1								9

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

Assessments can provide important information to help guide and inform instruction. Informal assessment consists of the evidence teachers collect in class on a continuous basis to measure the progress of their students in mastering the skills and content taught. It provides continuous feedback to students, teachers, and parents. Each student is compared only to his/her own prior level of achievement.

There are many assessments used in our school. Classroom assessments that are used in all grade K -5 classes are the Bell Mondo assessments. These assessments test oral language, decoding skills, memory skills, auditory discrimination and reading comprehension levels. The interim assessments and Acuity are used in grades 3-5 and grades K-2 use the ECLAS to rate the child's literacy levels. These assessments are used continuously throughout the year to assess and evaluate the students' progress and evaluate the need for small group instruction. Teachers review student performance data on a regular basis and design units of study to meet the diverse needs of students while targeting grade-level/course standards. Extended day support and one-to-one tutoring is provided to students who require additional support to meet standards.

The NYC interim assessments are used by the school leadership to arrange AIS groups to focus teacher instruction. The students' weaknesses are targeted by these tests and are pulled out of their classes and/or lunch periods for small group instruction. The ELL interim assessments are used during small group instruction to focus on the student's individual needs and assess areas of difficulty, prior to the administration of the NYSESLAT.

Upper grade ELLs take the NYS assessments in math, science and social studies. Some of these students take the exams in their native language and some use the English version of the tests. While using the translated versions, the students are able to use the English versions for clarification on certain terms that they don't know in their native language.

ECLAS was administered in October 2010 in grades K- 3 to rate students' literacy levels. ECLAS is an assessment tool used by teachers to observe, record and analyze individual students' literacy behaviors to inform instruction.

LAB-R is the test we use to determine initial entitlement. Students receive instruction in English with native language support in freestanding ESL programs throughout the school year. In spring students take NYSESLAT, a test that measures the English proficiency of ELLs and determines their progress as well as their continued entitlement or exit from entitlement. Since students receive ESL services and other intervention services they are expected to show progress academically. The progress is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades. According to 2011 NYSESLAT results 15 students(28.3%) out of 53 scored proficient and exited the ESL program in 2011. Students who took NYSESLAT consecutively in 2010 and 2011 reveal improvement. 19 students (35.8%) moved up a level; 10 students (18.8%) stayed at the same level. Looking at the data from the ELA 2011, we can see that the majority of ELLs (60.8%) scored Level II. 6 students (26%) scored Level III. On the state Math test, the majority of students (69.5%) scored Level III, there are two students who scored Level IV. Data shows that our ELLs are gaining proficiency and improvement.

The patterns across NYSESLAT modalities - reading/writing and listening/speaking - affect instructional decisions in different ways. We determine to focus on reading/writing strategies more than listening/speaking during 2010-2011 school year. At P.S. 34, the students in need of intervention services are the most deficient in the area of writing. Thus, the following plans for intervention are in place. The "read when read" model of writing will be utilized. Rubrics will be based on the literacy standards. Since this is a balanced literacy approach

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I	2	1	2	1	2	1							
	A	2	8	4	2	2	3							
	P	3	3	4	11	4	2							
READING/ WRITING	B	2	1	3	1		2							
	I	2	4	1	2	2								
	A	1	4	2	5	2	2							
	P	2	2	4	4	4	2							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	9	1		12
4		2	4		6
5	1	3	1		5
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3		2		1	11				14
4		2	1	1	1	2	1		8
5		1		2	1	1	1		6
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4		2		1	5				8
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Paste additional information here

Part VI: LAP Assurances

School Name: <u>The John Harvard</u>		School DBN:	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Pauline Shakespeare	Principal		10/13/11
Vera Tomeselli	Assistant Principal		10/13/11
	Parent Coordinator		10/13/11
Hamide Aktas	ESL Teacher		10/13/11
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Gwen Brown-Walker	Coach		10/13/11
	Coach		
Jill Handley	Guidance Counselor		10/13/11
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: _____ School Name: **034**

Cluster: _____ Network:

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

In order to assess our school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand we used classroom surveys. Classroom surveys gave us an idea of languages spoken written and read in students home. We sent a survey home to each of our students inquiring as to whether or not the parent or guardian needed translation services for notices sent home. We also took an inventory of the HLIS for the ELLs in our program and an overview of the OTELE report for our school. We then tabulated the number of parents that spoke languages other than English and determined that there was a need for translation of notices and information about a child's academic performance, ways to increase student achievement and enhance the parents' understanding of academic standards, assessments and tests.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

P.S. 34 is located in Queens Village, a working class section of Southeast Queens. The community as a whole very diverse. Approximately 9% of our students are recent immigrants. The majority come from Haiti, Jamaica and the Dominican Republic. The school is comprised of 85% African-Americans, 12% Hispanics and 3.5% others. We used our classroom surveys, the inventory of languages from the HLIS and the OTELE report to assess the oral language needs of parents. We found that the major language groups were Haitian Creole and Spanish. We also have several children who speak Arabic and Bengali.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We assessed the number of parents who needed translation services to effectively communicate at PTA meetings, curriculum nights and Parent-Teacher conferences. We have staff members who speak Haitian Creole and Spanish in house. Written translation is available all the time. The notices announcing events will be translated into two major languages occurring in our school. ELL parent orientation materials will also be provided in their native languages. Written translation services will be provided by in-house by school staff and parent volunteers. Teachers, paraprofessionals and school aides who are native speakers will be paid to translate these documents after school hours. Also, we plan to have interpreters in Haitian Creole and Spanish. They will be available to the parents for events such as PTA meetings, Family Literacy and Math Nights and Parent-Teacher conferences.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral interpretation services will be provided by in-house by school staff. We have staff members who speak Bengali, Yoruba, French, Haitian Creole, Spanish and Turkish. Since the two major language groups are Haitian Creole and Spanish, we plan to have interpreters in H. Creole and Spanish during school nights. The notices announcing special events will be translated into native language, and interpreters will be available to answer any questions that the parents may ask. This will enhance parents' understanding of their child's academic performance and how to help to improve their child's achievement at school. This will also encourage more parents to attend PTA meetings, Parent-Teacher conferences, and open school week. We plan to ask teachers, paraprofessionals and/or school aides to attend these functions.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

We will make sure that school calendars and notices are translated in a timely manner to ensure that parents who need them actually receive them.

We will make sure that teachers notify the office prior to a parent meeting where a translator is needed. In this manner, we may provide a school employee so that translation services will be provided.

At the present time we have enough staff members to accommodate our translation needs.

We do have signs in the lobby of our school advertising such services.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: John Harvard	DBN:
Cluster Leader:	Network Leader:
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input checked="" type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input checked="" type="radio"/> Other: Lunch Groups
Total # of ELLs to be served: 43 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input checked="" type="radio"/> 3 <input checked="" type="radio"/> 4 <input checked="" type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 40 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 39

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: The John Harvard School is located in Queens Village, a working class section of Southeast Queens. The community as a whole is very diverse. Approximately 9% of our students are recent immigrants. The majority come from Haiti, Jamaica and the Dominican Republic. The school is composed of 79.1% African-Americans, 13% Hispanics and 6.7% others.

P.S. 34Q currently has 523 students enrolled for the 2011-2012 school year. There are 43 English Language Learners (ELLs) which make up 8.22% of our population. The language of instruction is English. We have no Bilingual or Dual-Language programs at P.S. 34. We see our school as a community of learners, where all members, students, staff and parents support each other and meet the needs of each individual student to create a nurturing atmosphere where learning, creativity and participation take place. Our parents, teachers and administrators committed to providing all students with the opportunity to achieve high standards and academic excellence. Through standards-driven instruction, all students participate in learning activities that allow for meaningful and productive experiences, which will create a community of life-long learners.

The program model at P.S. 34 for all ELLs is a freestanding pull-out/push-in model. There is one full-time, fully certified ESL teacher who provides this instruction. The language of instruction is English. The beginner and intermediate ELLs receive 360 minutes of ESL instruction weekly. The students scoring at the advanced level on the NYSESLAT/LAB-R receive 180 minutes of ESL instruction weekly.

The beginning ESL groups focus largely on speaking, vocabulary development and familiarity with the conventions of the English language and the culture of the United States. Scaffolding activities are provided to support learning and are slowly withdrawn as the student gains proficiency in English. Some of the ways we accomplish this is through pictures, poetry, music, puppetry, TPR, role-playing and shared reading and writing. We expose our beginners to a variety of language situations to assure that they maintain a low affective filter.

The intermediate ESL groups focus on reading and writing in the content areas using comprehensible input. A balanced literacy approach is used in this instruction. Many of the methods used with the beginners are utilized here as well. In addition, this group receives intensive instruction in writing mechanics and creative writing. We use Bell Mondo Workshop Model to teach a variety of reading strategies. The literacy coach assists us in this area.

The ESL teacher prepares the advanced students for the State and City-Wide Exams. The four components of ESL are utilized to drive instruction. We anticipate that these children will exit the program in the near future and will be responsible for taking the required promotional exams. Reading comprehension, usage of advanced vocabulary, grammar and writing are taught through a thematic

Part B: Direct Instruction Supplemental Program Information

approach. A variety of subjects are explored to enrich the students' knowledge in social studies and science and engage them in the learning process.

The two major language groups represented here are Spanish and Haitian Creole. We also have several children who speak Arabic and Bengali. In the upper grades we only have two students that can be considered SIFE, ten special education students with ESL on their IEPs, three newcomers, and six students in grades three through five that have been ELLs between three to five years.

English proficiency levels for our ELL population are composed of 25% beginners in grades K - 5 with the majority in grade three. The students scoring at the intermediate level are mostly in grade one at 25%. The advanced students make up 47.7% of the ELL population and these students are in grades two, and four.

The students, who are newcomers and rely heavily on their native language, are encouraged to read and write in their native language until they can begin to understand and compose their thoughts in English. Bilingual dictionaries are made available to them and they are encouraged to borrow books in their native language from the school and the public library. They are assigned a 'buddy' who can assist them and translate teacher directions and lesson summaries. In this way we can limit the amount of content learning that is interrupted while they are learning English. During 2011-2012 school year we are planning to help students with Interrupted Formal Education (SIFE) accelerate academic and language development by providing additional instructional time before and after school, as well as in Saturday academies.

The freestanding ESL program is a pull-out/push-in model. It is organized by grade level and proficiency level. Lower grade beginners are grouped together and upper grades are organized this way as well. All groups are heterogeneously grouped. There is a wide range of proficiency levels in each group, at each level. Every child learns at a different rate and the groups reflect this diversity. Instruction is differentiated at all times for all students.

Our focus for students between 0-3 years of ESL instruction is to provide reading comprehension, vocabulary development and familiarity with the conventions of the English language and the culture of the United States. Beginner and Intermediate level students are grouped to emphasize heterogeneous groups and differentiate instruction. Advanced level students are grouped together; however, the instruction is differentiated according to multiple learning abilities.

Our focus for students between 4-6 years is to support reading and writing in the content areas using comprehensible input. NYSESLAT results indicate that majority of our ELLs have difficulty in writing. These students will continue to receive at-risk supports such as extended-day programs, after-school program, and Saturday Academy.

The ESL subgroups are serviced through AIS services, extended day and our Title III program. They are also serviced through differentiated instruction in the general education classroom via guided reading and small group instruction. The workshop model is used in every subject area so that all students' needs are met. When formal assessments are given, extra time for present and former ELLs (

Part B: Direct Instruction Supplemental Program Information

2yrs. out) is provided. ELLs with special needs are serviced as per their IEPs.

P.S.34 offers an After School Literacy/Math program. On Saturdays, we offer a test readiness program and an ESL tutoring program. These educational classes are held to provide focused tutorial services to identified students and others who need additional help. These programs prepare students to excel and perform well on city and state exams.

Through congruence with the classroom teachers and continuous assessment, we determine the needs of the individual children and group them accordingly. Small group instruction using academic rigor, enables the children to get the help they need to advance to the next level. The ESL staff at P.S. 34 will continue to immerse our students in the four components of ESL so that they meet or exceed the ESL Learning Standards.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here: Staff development is explicitly designed to help teachers and other staff serve ELLs more effectively. P.S. 34 encourages all staff to participate in staff development workshops in effective instructional approaches to teaching ELLs, principles of second language acquisition, differentiated instruction and testing accommodations throughout the school year. The professional development plan in our school ensures the receipt of the 7.5 hours (10 hours for Special Ed. teachers/paraprofessionals) of strategies in teaching ELLs as per Jose P. We spent two staff development days in September for training and plan to devote two hours in November for ESL training.

Our literacy coach /staff developer Gwen Brown-Walker, Assistant Principal Vera Tomaselli and ESL teacher Hamide Aktas planned multiple workshops for teachers around the specific needs of ELLs and ways to differentiate instruction for these children and how to weave ESL teaching strategies into existing lessons. The staff will be instructed on how to better educate the English Language Learners. Lists of suggestions and strategies regarding alternate methods for teaching these children will be discussed. Testing accommodations and bilingual glossaries will be given to teachers and shown how to utilize these. The remaining hours will be spread throughout the year and time will be devoted in January to discussing requirements for promotion and the regulations.

Our testing coordinator Andrew Poserow will conduct another workshop regarding promotion requirements and regulations. Also, we are planning to work with our school psychologist Grace Amundsen, guidance counselor Jill Handley, speech therapists Julia Tomeo and Michael Winkovsky to expand the repertoire of teaching strategies for ESL students classified as "learning disabled" or "speech and language impaired". Sensitivity training will be ongoing.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here: Parent involvement is encouraged in our school community. Parents are involved in ongoing initiatives including regularly scheduled PTA meetings, monthly "coffee with the Principal" , "pizza with the Principal" days, and workshops for families in literacy, math and science. We also offer recreational activities for families.

Family participation is strongly encouraged in special events such as Spirit Day, Dance Festival(with a different theme each year), Field Day(with numerous games and sports), Winter and Spring Recorder Concerts, Class Assemblies and African Dance Assembly in which students celebrate their own cultures. Programs centered around local music, dance and the arts help each and every child and their families feel a part of their individual heritage and also a part of the school and wider community.

Also, parents are encouraged to join our Memorial Day celebrations and career day. Our Memorial Day celebration highlights our local veterans, and our career day exposes students to many successful and innovative people in our community.

All these events and workshops are available on our school's monthly calendar. A copy of the calendar are sent home at the beginning of each month so that they can make the necessary arrangements to attend. Also notices announcing these events will be sent home as reminders. The notices will be translated into multiple languages.

Staff members in the school speak Haitian Creole, French and Spanish. They provide translation when needed during workshops and activities. We plan to have interpreters in Haitian Creole and Spanish. They will be available to the parents for events such as PTA meetings, Family Literacy Night, Family Math Night and Parent-Teacher Conferences. The notices announcing these events will also be translated into the native language. This will enhance parent's understanding of their child's academic performance and how to help improve their child's achievement in school. This will also encourage more parents to attend PTA meetings, Parent-Teacher conferences and open school week. Parent support is an integral part of improving and motivating student achievement.

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries	5,712.00	Saturday School program: i teacher

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		per session. 12 sessions x 3 hours=1,512.00 ESL Teacher afterschool x 100 hours= 4,200.00
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	N/A	
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed. 	\$4,500.00	Step in to Reading Level C 25 copies 179.00 Level D 25 Copies 179.00 Level E 25 copies 179.00 Reading Skill-by-Skill 6 Skill pack scaffolded for ELL students 238.00/set OPTIONS Breakaway Math Level C 25 copies(10.80 each) 270.00 Level D 25 copies(10.80 each) 270.00 Level E 25 copies(10.80 each) 270.00 Read,Write,Edit, Listen Grade 2-5(25 copies each grade, 9.85 each) 810.00 COACH

Part E: Budget

FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p>NYState Jumpstart</p> <p>Grade 3-5(3 sets, 129.00/each) \$387.00</p> <p>CURRICULUM ASSOCIATES</p> <p>Focus Collections</p> <p>Grade collection Grade 3(2 sets at 177.00) 354.00 Grade collection Grade 4(2 sets at 177.00) 354.00 Grade collection Grade 5(2 sets at 177.00) 354.00</p> <p>Reading Connections</p> <p>Book C 25 copies at 6.55 163.75</p> <p>Book D 25 copies at 6.55 163.75</p> <p>EARLY SUCCESS</p> <p>Replacement Literary Book Titles \$153.50</p> <p>Total \$4,500.00</p>
Educational Software (Object Code 199)		
Travel		
Other	990	Parent Workshop Series, materials, art supplies, writing supplies, forms
TOTAL	11,200	11,200.00

